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The Playground

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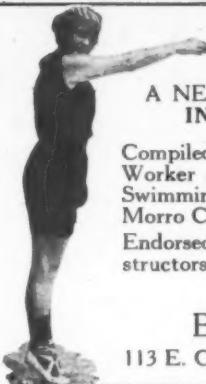


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The Playground

Vol. XIV No. 11

FEBRUARY 1921

The World at Play

Orchestra Plays for Sings in Georgia Town.—A valuable factor in the musical work at Thomasville is an orchestra organized by Miss Mamie Merrill. This orchestra played at the town's first community sing and has performed at all the subsequent meetings, which are held every other Thursday evening. The personnel of the orchestra includes representatives of numerous callings. The first violinist and pianist are teachers of those instruments and the other girl members are students or teachers in the schools. Among the male members there is a railroad man, an employee of an ice factory, a wholesale grocer, a lumber dealer, and the president of a boys' preparatory school.

Effect of Community Singing.—L. E. Behymer, the leading musical manager on the Pacific coast, writes to the song leader, Mr. Alexander Stewart, as follows:

My dear Mr. Stewart:

You asked me the other day something about the influence of community singing on music patronage. I can answer that it has practically revolutionized a certain class of patronage, and the habits of a certain class of musical enthusiasts. The singing in the camps, the splendid ensemble spirit shown on the battle fields as well as singing in the churches and theatres when the patriotic songs were flashed upon the screen, the fact that practically every Red Cross drive and Liberty Loan drive was opened with a concert to entertain the people who had assembled, and also to act as an open sesame to their purses, left an impression that cannot be eradicated. That is the reason why, in the presentation of *The Messiah*, when ordinarily we had played to something like 1200, last winter at Christmas time in Shrine Auditorium we had 4800 auditors.

The fact that our symphony orchestra concerts of the Philhar-

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monic Orchestra of Los Angeles are practically sold out at the Friday afternoon and Saturday night concerts, is a further proof that the ensemble is demanded. The fact that the Oratorio Society is doing a splendid business, that choral clubs like the Ellis, Lyric, and Orpheus of this city, have double the attendance heretofore, and that grand opera, as far as patronage is concerned, has gained an impetus never attained before in either the large musical centers of the East or throughout the entire country, shows that the people want ensemble, are willing to pay for it, because it is the only thing that will satisfy them after the community concerts of the past three years.

It is a great tribute to the fact that choral and ensemble, vocal and instrumental, music will be the thing demanded for the next few years even to the exclusion of the soloist, unless that soloist happens to have a name to conjure with. It also means musical education of the masses which could not be reached in any other way.

Sincerely yours,
(Signed) L. E. BEHYMER.

Pageant in a Snow Storm —
Miss Nina Lamkin, recreation specialist under the Michigan Community Council Commis-

sion, writes of a recent pageant in Kalamazoo, Michigan:

"Thursday (the day of the presentation of the pageant) came and with it a snow storm. From the standpoint of the health of those who were in the cast it seemed not advisable to give the pageant. At one-thirty we went to the grounds to call off the program but the cast were arriving and insisted that we go ahead. The band and chorus arrived and an audience of several thousand. It was surely a unique program. The snow fell steadily all through the pageant and the ground was white. The scenes were very much enhanced by the beauty of the snow.

"I never knew such a 'game' cast. No one complained of the weather and everyone seemed thoroughly to enjoy it."

The Lost Princess—Under the Auspices of the Denver Community Service. — This princess was no less a person than the royal daughter of the King and Queen of Hearts. She was stolen, when a baby, by the Old Woman who lived in a shoe, who under press of circumstances left her on the doorstep of Mother Goose, thereby involving the entire family of Mother Goose together with all her relatives and friends, in the most delightful series of events, entertainingly

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presented by the Denver Community Service in the Auditorium of that city on November twenty-fifth, both afternoon and evening.

Denver citizens have over two million "offtime" hours per day to use or abuse, and Community Service decided to offer "The Lost Princess" as a satisfactory use of some of those "offtime" hours. The words were written by Alice C. D. Riley while the music of this little opera was composed by Jessie L. Gaynor. Hortense R. Reynolds directed.

A most attractive libretto in blue covers gives the Denver Community Service history for the past year, a list of the officers and executive committee and underwrites all with its slogan "Citizenship through Participation."

A further study of the libretto reveals the fact that the Community participated on November 25th on almost every page. In addition to the twenty-three individuals serving on Committees for Opera and the eighteen clubs represented on the Hostess list, not to mention the enormous Cast necessary to depict the actions of the Mother Goose tribe, almost every page bears witness by an apt nursery jingle that the business men thought it paid to advertise in accordance with the

spirit of the occasion. Here is a sample rhyme:

There was a man in our town

And he was most unwise—

He bought a player that was
punk

And his wife scratched out
his eyes.

And when he found his eyes
were out,

With all his might and main,
He sent the blame thing back
and ordered a

Pianola from Knight-Camp-
bell's, and—

She scratched them in again!

"Such cooperation is but another evidence of the willingness of communities to play the great game of comradeship together," says the libretto—"With every such community effort, the civic soul of Denver greatens."

It Can Be Done!—An interesting letter has recently come from the Secretary of the Chamber of Commerce at Hattiesburg, Mississippi, regarding the development of recreation facilities in that city:

"Realizing the importance of recreation I endeavored some six or eight months ago to do something for the children of this city, as I could see very plainly that they needed physical development, and that the older people did not realize it.

"Finally we found a patriotic citizen who agreed to give us

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about ten acres of land, and also agreed to match the other citizens dollar for dollar in order to provide equipment. I applied to New York for expert advice and a representative came here, laid out the grounds, and gave us such information as was necessary to make a start.

"The next problem, of course, was to secure funds for maintenance and a few days ago we were successful in having the citizens vote a tax sufficient for this purpose. At the same time the citizenship voted for a new high school building which will be built adjoining this playground. Of course, the bonds have to be sold and the building erected, consequently it will be well into 1921 before we have this project completed. We believe that we have accomplished something of which in the future we shall be very proud."

Scranton's Health Week.—The Health Week Demonstration under the direction of the Lackawanna County Health Committee ended on October second with a carnival at Weston Field, Scranton, Pennsylvania. The program consisted of a baby parade, singing by the school children, brief addresses by interested citizens, a gymnasium drill by the Y. M. C. A. Boys' Gymnasium Class,

a First Aid Demonstration by the First Aid Unit Shaft No. 1 of the Pennsylvania Coal Co., a May Pole dance, a demonstration by Cho Cho, the health clown, an exhibition of musical health games by a class of little tots and a dance by a group of older girls. An emergency rest room and a First Aid Station were conducted on the grounds. Posters and pictures were contributed for display by the Tuberculosis Association, the Metropolitan Life Insurance Co. and the Young Women's Christian Association. This carnival closed a big week in which much interest in public health work was aroused through the programs given in the many towns throughout the county.

Recreation Board Helps Housing Company.—The program of the Eighth National Conference on Housing in America, held in Bridgeport, Connecticut, December 10th, 1920, refers frequently to the Board of Recreation as co-operating with the local Housing Company and making possible through its activities a wide use of city facilities. A few quotations from the program will bear out the statement of Mr. P. V. Gahan, Superintendent of Recreation, that very splendid cooperation exists between the Housing

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Company and the Board of Recreation.

"The city is well provided with paved streets, substantial schools, beautiful parks, highly efficient police and fire departments. Nowhere can be found a finer or cooler playground for its people than Seaside Park, with a wonderful sea wall drive, municipal bath houses and bathing beaches. An active Recreation Board makes extensive use of these facilities winter and summer."

"The pavillion and bathing houses are fully patronized by both adults and children during the summer months and dances under the auspices of the Recreation Board are held every evening in the second story. This is one of the many centers of social life in Bridgeport and is a hive of humanity during the summer."

"The houses in Bridgeport built by the Bridgeport Housing Company and by the government were formulated by the Bridgeport Housing Company with the purpose of providing homes for the newcomers to Bridgeport, where the surroundings would be wholesome and clean and where village life could be enjoyed without the confines of the city. Special attention has been given in each group to a proper solution of playgrounds for children."

The Housing Company has provided four playgrounds for which the Recreation Department is supplying able leadership.

More Clubs for Girls.—Some of the things which can be done to develop activities for girls in a small community are suggested by the experience of St. Johnsbury, Vermont, in its Girls' Community League.

The director of the league writes:

"The work is only beginning. This summer we have stressed outdoor doings, picnic hikes to a delightful swimming hole a mile and a half from town being the most all-round in its appeal. We have two troops of Girls Scouts, one of Camp Fire girls, a Good Times club of little girls (a very elastic playground type of club) and a group called the Square Circle made up of houseworking girls. I hope to start a young mothers' club and two or three clubs for store girls, office girls and waitresses this winter. Perhaps there can be a teachers' club, too."

Learn to Handle a Bank Account through Play.—Dr. Clark W. Hetherington of the California State Board of Education in describing the activities conducted at his play school held during the summer session of the University of

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California dwells upon the so-called economic activities which have been developed along with the play life of the child.

"The economic activities, according to our plan, cover all those spontaneous efforts and 'led-out' efforts of the child in earning and using money, or in technical economic parlance in the production and use of wealth. These, of course, would cover all the guidance that ordinarily goes on in the family about the use of money or the pay received for making chicken coops for the family or neighbors, or running errands or other odd jobs. They would cover all the savings, the banking or investment of those savings and the accounts kept about the savings. They cover all that is now going on under the heading of thrift education and the school efforts with reference to thrift stamps and savings accounts. If you will let your imagination range over the natural everyday activities of children in the mass along these various lines you will see the content of these economic activities as they 'grow up' into adult vocational service, reward and control of personal property. The problem here with us, like each of the other phases of the Play School activities, is to formulate the activities as such by age periods on the one

hand and the incentives that naturally actuate the child on the other for a workable school procedure."

A Summer School.—Last summer the Matinecock (Long Island) Neighborhood Association maintained a vacation school for six weeks. Since the number of pupils in the public schools of the town is only two hundred and eighty the daily average of ninety at the summer school was a good one. Attendance was voluntary and school was open only in the morning. There were kindergarten, primary, junior and senior grades including ages from four to fifteen, and arithmetic, reading, spelling, geography and history were taught to any who wished coaching. In addition to handwork, storytelling and singing there was a forty-five minute period every morning devoted to supervised recreation. This included games and corrective gymnastics, and great improvement was apparent in the physical condition of the children. Personal hygiene was emphasized whenever possible. Americanism was urged as a worthy goal for every boy and girl. Altogether the community was delighted with the summer school and will doubtless try it again. The children of Matinecock, at least, would vote strongly for it.

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Classified List of Moving Pictures.—The National Board of Review of Motion Pictures has prepared a careful classified list of industrial motion pictures produced and distributed by commercial and manufacturing companies, film companies and the Young Men's Christian Association. The list, which is selected and arranged alphabetically by the industries, may be secured by writing to the National Board of Review of Motion Pictures, 70 Fifth Avenue, New York. Any group, however, desiring the films must correspond with the industries owning them.

German Schools Promote Recreation.—*Mind and Body* tells of a proclamation from the Minister of Science, Art and National Education of Germany to the provincial Schools:

"At a large number of educational institutions of all kinds, provisions have been made, that in addition to the regular physical training period there is one afternoon prescribed each week during which there are no school lessons or assignments. Instead, the students take part in specified healthful physical activities such as games, hiking, swimming, rowing or winter sports.

"I hereby order that beginning April 1, 1920, in all public elementary, secondary and nor-

mal schools and all higher education institutions for men and women, the above plan be put into effect in as far as circumstances permit, beginning with the fourth grade. The nature of the activities will be governed largely by the season of the year and the weather.

"Also, where conditions do not prohibit, there is to be provided on an average of once every four weeks a whole day for physical training in the nature of a hike. This tramp should arouse a sense of joy and pleasure in the activity, develop perception through eye and ear and produce an appreciation of nature and of country and also develop sociability and impart endurance."

Recreation the Life-Saver.—*Mind and Body* gives the following extract from a speech by Surgeon-Commander Bell of the British Navy:

"Up North in the Grand Fleet the spectre we had to consider seriously was the possible onset of a depression due to the incessant nervous strain and ghastly monotony. The lesson learnt was that recreation, and more recreation, of a simple and attractive nature for all on board was wanted. It was always possible to keep the ten per cent who excelled at games amused and energetic."

Construction and Maintenance of Municipal Golf Courses

A. A. FISK

District Representative, Community Service (Incorporated)

During the last fifteen years the municipal golf links has won its way. While there are a few municipal courses that are much older, yet it is during the last fifteen years that the municipal golf links has taken the place which it richly deserves with the other recreation institutions, and it is quite proved now that it is an appropriate institution for municipal promotion.

At the beginning of this period, the game of golf had only begun to make its appearance in the group of games promoted by municipalities. At the present time it is safe to say that no game has more followers, and it is being quite generally promoted by all progressive cities. The popularity of the game is due in part to the fact that all can play it. It is not a game that is easily mastered, but young and old can play the game with some degree of satisfaction.

I am quite persuaded, after devoting a good deal of time to the promotion of the game from the municipal point of view, that there is a good deal of confusion relative to the appropriate construction and maintenance of the municipal golf course. I wish, therefore, in the discussion of this subject to set forth those cardinal facts which will, if followed, make for success. I make no claim that the policies herein set forth are the best, but out of my own experience and that of many others with whom I have discussed the subject, I have endeavored to bring out those elements which are fundamental with special reference to the development of Municipal Courses.

**Selection of
the Grounds**

The ideal is an undulating topography. In this respect the selection of grounds is the same whether they are to be used as a country club course or a public course. Quite frequently the grounds to be used for public courses are public park grounds or portions of them which have previously been acquired. But if there is a choice to be made, a rolling piece of ground will develop into a

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more interesting and picturesque course than can a perfectly level piece of ground.

The ground should be of a good quality, a sandy loam being preferable. This type of soil does not bake and dry out. It responds quickly to the rain during the hot summer months, and grows good turf. But again in this matter, there may be little or no choice as one must deal with the soil which is characteristic of the location.

It is essential that the grounds be as accessible as possible to street cars. The majority of players on our public courses do not own automobiles. This factor is very important and may have much to do with the success or failure of the course, if judged from the number of people using it. If the course is to be constructed in a small city where there are no street cars, then it will generally follow that the grounds can be selected within easy walking distance.

Drainage Good drainage is very important. If the ground is rolling, then gravity drainage may be sufficient. If there should be low sags and depressions these places should be drained with tile. For the most part a four-inch tile will be adequate. If the entire grounds are to be tiled, then the main line should be not smaller than six or eight inches in diameter.

Laying Out the Course It is quite difficult, in fact it is impossible to discuss this subject adequately in the abstract.

Every piece of ground presents its special problems. It will be much more satisfactory to employ a competent golf architect. He will take advantage of the topography and locate the greens and fairways to the best advantage. It will be quite impossible to do more than to suggest that the first tee and last green should be rather near the club house. The reason for this is obvious. The first hole should be a fairly long one, say a par 4 or not less than 350 yards. There will be and should be some short holes, but they should be so placed that they do not follow one another. The course should be laid out so that every kind of stroke is possible giving variety to the game. There can be no fast rule; each piece of ground is a separate and special problem.

Required Acreage The number of acres required will vary with the topography and with the amount of rough land that cannot be used as fairways. If there

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are hills and valleys a good golf architect will take advantage of them as natural hazards, and will lay out the fairways in a way to secure what is called "balance." But if we may assume that the piece of ground is average, then it is safe to say that a good golf course can be laid out on fifty acres. There are many cases where much more acreage than this has been used for nine holes; yet I know of many courses that are affording golfing opportunities to thousands and which have been laid out on tracts of ground ranging from thirty to forty acres. A public course laid out on such a tract of ground will render excellent service and such an endeavor is beyond criticism. This acreage, however, should not be accepted as the required amount for a nine hole links, but rather is it to be understood that where more acreage is not available and cannot be acquired, a nine hole links is possible on a piece of ground ranging from thirty to forty acres. Then, too, municipal links in many cases are constructed on a portion of a public park where the ideal and adequate acreage is not available for a public golf course. Perhaps at some subsequent time such a small and ordinary links will persuade the people of the community of the wonderful health giving and recreational character of the game of golf. It is quite possible, then, that the construction of a larger and more adequate course will be attempted.

It might be stated that the ideal nine hole golf course should be some 3,000 yards in length with a par running from 36 to 38. Yet there are more golf courses under 3,000 yards than over. On a tract of land thirty or forty acres it will scarcely be possible to lay out a course longer than 2,000 to 2,500 yards. The holes should vary from 125 to 550 yards. It is not good golf architecture to have too many holes exceeding 500 yards, nor should there be too many 125 yard holes.

Construction Work Let us compute the cost of construction exclusive of the purchase price of the land. The cost of property will vary considerably, but it will be a simple matter for anyone to add this amount to the cost of construction in keeping with local conditions and land values.

From the outset it must be understood the cost of construction depends not alone upon the character and topography of the ground, but perhaps more upon the character of development. There is no phase of construction work more expensive than moving large quantities of earth. In many cases hill sides

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have been excavated and made level for a green so that some interesting hole might be worked out. The results to be obtained are quite wonderful and quite expensive as well. I am reluctant indeed to advise this type of construction for a public course. There may in a few instances be some extenuating circumstance which might justify it, but as a general rule in public courses such construction problems are to be strictly avoided. If the proper selection of property is made in the beginning, a course where very good golf can be had is quite possible without this burdensome expense.

It is rather safe to assume that any property to be selected for a public course would be land that had at some previous time been used for farming purposes. If so there is little or no clearing to be done. But if the property is covered with woods, the clearing of the land would in itself be quite a problem, and the cost would vary from \$10.00 to \$100.00 per acre, and if the land is heavily wooded, even more. Such a clearing would not only involve the removing of trees and brush but the stumps as well. Under no circumstances should the net cost of clearing exceed \$100.00 per acre, for the wood can be sold, thus reducing the net cost of clearing. In many cases the sale of wood will pay the complete cost of clearing. I have based my figures on labor at \$3.00, and teams at \$7.00 per day. This may be a little below the present scale in some sections of the country. If so, it will be easily possible to make the correction in keeping with the current wage in any given community.

Let us make our problem a specific one. We will take fifty acres of grounds, for a nine hole course; eighteen holes will double the cost. We will assume there are ten acres including very rough grounds, groves of trees and ponds. We will assume there are ten acres of hazard rough in front of the tees and between the fairways, leaving thirty acres upon which there must be developed a good golfing turf. Every bit of ground, except the very rough land, should be plowed. This will mean forty acres of plowing. If the ground is a clay soil, it will be better for the plowing to be done in the fall and left in this rough condition throughout the freezing months of the winter. This will greatly improve the physical condition of the soil which is of primary importance. I have observed many grounds that were prepared when the ground was too wet. The whole surface became a sort of mud brick, and a good turf was im-

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possible, as the surface was full of small pit holes. Many dollars were spent on fertilizers, when the trouble was not lack of fertility of the soil, but a bad physical condition. This condition cannot be remedied by the application of fertilizers.

The ground should be well worked and harrowed. The fairways should be so graded that all water will run off by gravity. This can be done by cutting off the knolls and filling the sags. In doing this work care must be exercised that the fertile top earth is not covered up. The top earth should first be removed a short distance in a pile and replaced on the surface, when the grading is completed. The last operation in the preparation of the seed bed should be done by hand with an iron garden rake. All stones the size of a hickory nut and larger should be removed from the fairways.

Grass Seed The seeding of the fairways and greens is very important. Nothing but the best seed should be used. This can be purchased from all reliable and first class seed houses. There are many mixtures which are advocated. Every grass has its habitat and all are influenced by soil and climatic conditions. It is quite impossible to suggest a mixture without having in mind the particular soil to be seeded. But in the Northern States, from Tennessee and Kentucky north, red top (*Agrostis Vulgaris*) and Kentucky Blue Grass, sometimes called June Grass (*Poa Pratensis*) make a good mixture for the fairways or fair greens. To this mixture might be added some Meadow Faxtail (*Alopecurus Pratensis*). If the soil is sandy and rather poor, some Red Fescue (*Festuca Rubra*) will improve the mixture. The amount of seed for an acre is as follows:

Red Top, 55 pounds,—Kentucky Blue Grass 80 pounds,—Meadow Faxtail 7 pounds, (never to be sown alone, only with a mixture). Red Fescue 35 pounds. If the ground is low and shaded, then some rough-stalked Meadow Grass (*Poa Trivialis*) will perhaps respond best to such conditions, 25 pounds to the acre. So in making up a mixture one will naturally select those grasses which are best suited to the conditions to be treated. But in all cases, the bulk of the mixture will be Red Top and Kentucky Blue Grass for the fairgreens. These grasses adapt themselves well to all conditions and under normal conditions, because of their vigorous manner of growth, will eventually crowd out the other grasses. A mixture of seed is perhaps best for the reason that some of the grasses are bound to do best. The law of

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the survival of the fittest will work it out. It is never wise to try to save too much on the amount of seed; about eight bushels, 24 pounds to the bushel, will be approximately the right amount per acre. There are some golf architects who advise much more than eight bushels to the acre, yet I am quite persuaded that more is a waste of money, if the best seed is used.

Below the frost line, in the South, by far the best grass and really about the only one to be considered for the golf course, is the Bermuda Grass (*Cynodon Dactylon*). This grass will grow anywhere in the South, even on the poorest soil and will stand up under severe drought conditions. In the desert or arid regions its assistance by irrigation will be necessary. About 50 pounds of seed per acre will be required. Frequently this grass is planted in tufts a foot apart. It rapidly spreads and covers the whole surface.

Seeding of Putting Green The very best seed should be purchased for the putting green. This same statement holds true for the fair greens, but I repeat it with double emphasis for the putting green.

The very best grass for the putting green is Creeping Bent, (*Agrostis stolonifera*). This grass will stand any amount of tramping without damage. It thrives best in low sandy soil. Rhode Island Bent is a very good grass for the putting green. It resembles Red Top (*Agrostis vulgaris*), which, in my judgment, is superior to Rhode Island Bent. Red Top is a very excellent grass, stands any amount of tramping and develops a good putting green turf. This grass should be used if Creeping Bent cannot be purchased. For the most part our Creeping Bent seed comes from South Germany and is sometimes difficult to purchase. In some cases putting green seed mixtures have been sold, the bulk of which has been Red Top. Crested Dog's Tail (*Cynosurus Cristatus*) is a grass well adapted for putting green purposes. Its roots penetrate very deeply into the soil and for this reason it is able to stand severe dry weather conditions. It is as well very valuable for hilly and high rolling grounds; notwithstanding, I feel that in the United States Crested Dog's Tail has not been very satisfactory. If Creeping Bent cannot be secured, very creditable putting greens can be developed with Red Top. In the South, the Bermuda grass is the best and produces a fine putting green turf under proper treatment.

COMMUNITY ORGANIZATION

The amount of seed required for a putting green 100 feet square is about 40 pounds.

In my judgment white clover should never be used in the development of any kind of turf. It is true that many commercial lawn seed mixtures have some white clover in them, yet under most conditions white clover is a positive damage to other grasses and does not of itself make a good turf.

Seeding The best time for sowing the seed, taking everything into consideration, is the early Fall—from the last week in August to the middle of September. The grass will get a good start with the early fall rains and should go through the winter without damage. It will begin its growth with the Spring weather, and will not suffer from mid-summer heat as will turf produced from Spring sowing.

Under no circumstances should construction work be hastened to the detriment of the physical soil conditions. In some instances where there is much clay in the soil, it may be necessary to plow the ground in the fall and properly work and grade the ground during the coming Summer, in preparation for proper seed bed for early seeding the following Fall. To make haste slowly in this particular is to save much expense in the years to come, and the general results and satisfaction will more than compensate for patience.

(To be continued)

Community Organization

The following extracts from Mr. Clarence E. Rainwater's monograph entitled "Community Organization" published by the Southern California Sociological Society, Los Angeles, California, contain some of the fundamental principles of community organization. Its emphasis on the neighborhood work is particularly significant.

"The nineteenth century witnessed the deterioration and disregard of the neighborhood; the twentieth is to see its re-valuation and reconstruction. While there has been a marked disintegration in neighborhood life, especially in the downtown sections of our larger cities, the neighborhood has not become obsolete; its

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depreciation is more of form than of spirit, objective rather than subjective. This fact is evidence of the vitality of the neighborhood and suggests the possibility of its reconstruction. . . . The neighborhood can no longer be disregarded, either by the politician or the social worker. Its potentialities are considerable, and human welfare movements must work from it as well as toward it, by it as well as for it. The process by which the neighborhood is to be constructed is designated by the term, 'community organization.' The organization of the people themselves is known as 'the community association'; the place of meeting, with its various activities, 'the community center'; while its distinctive forms of expression are 'the community forum' and 'the community council.'

1. The Actuality of the Problem While our governmental machinery provides a suitable instrument—the ballot—for registering decisions upon questions of city, state, or national policies, it does not furnish a correlative opportunity for arriving at those decisions which we are permitted to register at the polls. Consequently our people have never developed the art of forming public opinion through community action. They rely upon partisan newspapers and magazines, political bosses and propagandists to think and speak for them. Have the people a voice? They rarely congregate to consider any question except in response to a political party, a religious sect, an industrial class, an occupational group; and then it is to listen rather than to speak. Is there not need, therefore, for a community forum—non-sectarian, non-partisan, non-commercialized and presenting both sides of every question?

"But many subjects discussed by the group at the community forum may not be disposed of either by casting a ballot or by passing a resolution. The solution is sometimes found only in action by the people themselves; and herein it frequently becomes necessary to call upon experienced officials or established organizations for assistance. This cooperative effort brings both children and adults into intelligent and personal relationship with welfare agencies at work in their neighborhood, with progressive movements of the day, with industrial corporations and labor organizations, and with the government of city, county, state, and nation.

"The reconstructed neighborhood is thus the fulfillment of democracy. In itself, it is a little democracy; in its relation to city, county, state, and national government, it is a dynamo of greater efficiency; a bulwark against rule by a boss or a class.

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2. Principles of Community Organization The organized neighborhood opens the way to active service on the part of every member, whether adult, youth, or child. The individual is more than beneficiary or critic; he is actor, playing a real part, however slight, in the drama of democracy. And in order to secure the minimum of duplication and the maximum of continuity of effort there must be correlation between individuals, agencies and movements. There must be no gaps in the line and the weak forces must be strengthened. The community association is all-inclusive, subject to control by majority rule and grants both a hearing and a square deal to all. One does not become a member by joining, one is a member by the mere fact of residence. Every other movement divides the neighborhood politically, religiously, fraternally, socially or economically; this association unites it. In this respect it differs from sovietism, bureaucracy, or an oligarchy, all of which are forms of government by a particular class or element of the whole, as it is like the New England town meeting or the more ancient Saxon 'mark,' Russian 'mir' or Swiss 'canton.' Some associations have adopted as their motto or slogan, 'Each for all, all for each.'

3. The Occasion for Community Organization The occasion for community organization arose in connection with public and philanthropic provisions made for the conservation of leisure.

The present system of industry divides the day into three periods of time, approximately equal in length and devoted respectively to work, sleep and leisure. The leisure period offers a fertile field either for the development of cultural and political institutions or for commercial exploitation, immorality and social and political disintegration. It holds within its grasp the peril and the promise of democracy. The decisive factor is the organization for active and universal participation in art and citizenship, on the part of every child, youth and adult. 'The use of a nation's leisure is the test of its civilization.'

"In the evolution of organized leisure, there have appeared successively the playground, the fieldhouse, the public school social center, and community organization. The last includes the essential elements of the preceding three and adds the forum and council. It retains all forms of wholesome play and recreation, from the sandpile to the civic theatre, but is distinguished by the relationship which it sustains to government. The transition from the simpler to the more comprehensive organization of leisure arose

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in the following manner. The three earlier attempts met with only moderate response on the part of adults, although popular with children and young people. This fact was conspicuously true of efforts directed toward either gymnastic or social activities alone. Art expression—especially pageantry and choral singing—and civic activities—notably public forums and welfare movements—made a greater appeal to maturity. Contrary to child play, adult leisure pursuit less frequently accepts an activity as an end in itself; it finds ulterior aims to be sources of greater satisfaction. Hence there arose the many welfare agencies of the last decade—overlapping, duplicating, parasitic and invariably directed by forces without the neighborhood. While these conditions prevailed, a further development in the organization of leisure was necessary both for economy and efficiency in effort.

"In the further attack upon the problem of adult leisure, leading up to community organization, three factors shaped developments. The first was the realization that a community may do for itself what outside forces alone cannot do for it. Many neighborhoods in which large sums of money were spent annually, by various social welfare agencies, continued nevertheless to yield the regular harvest of poverty, crime, misery, because the inhabitants of these districts never cooperated collectively with the agencies working in their vicinity. A neighborhood can neither be reconstructed against its will nor without self-help on its own part. Aid from without must be met by organized response from within.

"The second realization was the fact that a neighborhood may be over-organized; it may be burdened with more movements, agencies, clubs than it can support or utilize. The question arises, then, why add the community council? Is it not another organization and will it not dissipate further the energies of collective effort? And this is the answer, interpretive of the spirit of community organization: the community council is not an organization in the community, but the organization of the community. It contributes not more organizations but more organization. It is comprehensive and correlates all useful agencies, strengthening the weaker but necessary ones, preventing unnecessary and duplicating ones from forming, and exposing those which exploit to the fresh air of public opinion. It puts first things first, and second things second,—by its single allegiance to the good of the whole.

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"The third concept was the theory of the relationship of the neighborhood to the perpetuity and efficiency of self-government,—especially in municipal administration and national politics . . . Community organization is the mechanism by which individual volition is harmonized with collective welfare. Only as this fact is realized will social progress be fundamentally affected.

4. The Method of Community Organization The mere federation of existing neighborhood agencies and movements would not constitute an organization of the community. Such an enterprise would be an inadequate instrument for the expression of collective interests; it would be conciliatory and advisory instead of authoritative and dominant. An organization of the whole is necessary. And this organization must correlate with both local institutions and individuals not members of organizations.

"Among the local institutions there are: town government, schools, churches, business and improvement associations, civic leagues and women's clubs; athletic, social, dramatic and musical societies maintained by young people; and the children's playground. These, the organized neighborhood will stimulate and correlate as functional units of a single whole.

"Among the city, state, and national agencies and movements with which the organized community will establish a functional relationship are departments of government and movements for the advancement of cultural interests and social welfare. To these the community gives publicity, personal service, patronage; from them it receives inspiration, technical assistance, and financial aid or the equivalent."

Horseshoe Pitching

The old game of horseshoe pitching, or quoits, is enjoying a revival the country over. From numerous communities come reports of spirited contests in which young and old are participating. An organizer touring the western coast was interested in watching a game at Long Beach, California. "Old men were the participants—and not old men who were in the habit of hobnobbing together. There were farmers, and there were seniors of the 'leisure class,' all of one mind when it came to measuring the

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amount of real sport you could manage to squeeze out of an hour's pitchin'!"

Another of the communities in which horseshoe pitching has found great favor is Zanesville, Ohio. Under the auspices of the Zanesville Recreation Council a tournament was held at the County Fair early in August with the idea of stimulating interest in a city championship series. On August 30th the organization of the Zanesville Horseshoe Pitchers' League was perfected, a constitution and by-laws were adopted, and plans made to divide the city into four sections, each represented by sixteen teams. Members of the teams are recruited from industrial plants, fire engine companies, churches, civic and social organizations, and numerous other sources. The series began on September 13th, and games are now being played twice weekly. It is planned to wind up the season with a big tournament and barbecue.

The history of horseshoe pitching in Minnesota is interesting. Early in the summer of 1919 there appeared in the daily papers of Minneapolis accounts of the summer plans for the Park Board Playgrounds. In these newspapers casual mention was made of an attempt to revive the old game of horseshoe. This notice brought many inquiries, and so much interest was shown that plans were soon under way for organizing a city Horseshoe Club under the auspices of the Minneapolis Board of Park Commissioners. Horseshoe enthusiasts held several meetings and interest seemed to spread like wildfire to all parts of the city. People began to play the game on all the park playgrounds, on vacant lots, in back yards and alleys.

During the first season two city tournaments were held with more than 1,100 entries. Sixty medals and one hundred eighty ribbons were awarded. It is estimated that at least 2,000 men pitched horseshoe during the season in Minneapolis. Interest in the game had developed so strongly by fall that a State Horseshoe Club was organized. In addition to its general work of stimulating interest in the game, this state organization has issued an official handbook giving rules for conducting contests and for organizing horseshoe clubs.*

The National Association of Horseshoe and Quoit Pitchers has done much to standardize the game in all parts of the coun-

*Copies of this handbook may be obtained from B. G. Leighton, Secretary, Minnesota State Horseshoe Pitchers' Association, Minneapolis, at 25 cents each.

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try, and has issued official rules which are in general use. These rules in a condensed form have been published by the Columbus *Citizen*, and are quoted as follows:

OFFICIAL HORSESHOE PITCHING RULES

Section I.

1. The standard distance shall be 40 feet between the pegs.
2. The ground shall be as nearly level as possible. In indoor pitching, contestants shall pitch into boxes constructed for the purpose, said boxes not to exceed 6 inches in height.
3. The pitcher's box shall extend 3 feet on each side and to the rear of the peg, and 4 feet in front of the peg. A contestant, while pitching, may stand anywhere inside the pitcher's box.
4. The pegs shall be 1 in. in diameter and shall be driven perpendicularly, extending 6 inches above the ground. Steel pegs are preferable, though their use is not compulsory.

Section II.

1. At the beginning of a game the contestants shall toss a coin for first pitch, the winner having his choice of first or follow pitch.
2. At the beginning of any game other than the first the loser of the preceding game shall have first pitch.

Section III.

1. The shoes to be used must not exceed $7\frac{1}{2}$ inches in length nor 7 inches in width. Neither toe nor heel calks shall be more than one-half inch in length. No opening between the heel calks shall exceed three inches, inside measurement. No shoe shall exceed two pounds four ounces ($2\frac{1}{4}$ pounds) in weight.
2. Any contestant using a magnetized shoe shall be disqualified.

Section IV.

1. In four-handed games, partners shall have the right to coach each other.
2. In single games, those not engaged in the game are forbidden to coach, molest, or in any way interfere with a pitcher during the progress of a game.

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Section V.

1. No contestant shall be allowed to walk across to the other peg and examine the position of the shoe or shoes before making either his first or final pitch. Each contestant must pitch both shoes from the pitching box into the opposite pitching box or forfeit a point to his opponent.

Section VI.

1. Wrapping the fingers with tape is allowed.

Section VII.

Scoring Rules

1. A regulation game shall consist of 21 points and the contestant first scoring this number shall be declared the winner.

2. The most points a contestant can score in a single game are 21. Therefore, if a contestant has 19 points, he cannot get credit for a ringer, but only the necessary points required to bring his total up to 21, even should he make a ringer, which, in that case, would count only two points.

3. A shoe that does not remain within 8 inches of the peg shall not be entitled to score.

4. The closest shoe to the peg shall score one point. If both shoes are closer than either of an opponent's they shall score two points.

5. A ringer shall score three points. To be a ringer a shoe must encircle the peg far enough to permit a straight rule to touch both calks and clear the peg.

6. A leaner shall score two points. To be a leaner a shoe must be supported by the peg, and more than one-half of the shoe clear of the ground.

7. Two ringers is the highest score a pitcher can make with two shoes, and shall count six points.

8. All equals shall be counted as ties. That is, if both contestants have one shoe each, equal distance from the peg or against it, they are tied, and the one having the next closest shoe shall score one point.

9. If each contestant has a leaner, the one having the next closest shoe shall score one point.

10. If each contestant has a ringer, the one having the next closest shoe shall score one point.

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11. If one contestant has a ringer and it be the only one on the peg after all shoes are pitched it shall score three points regardless of the position of his opponent's shoes, even if both be leaners. In no event shall a leaner or leaners detract any value from one or two ringers, the ringer or ringers scoring three points each for the man throwing them.
12. If one contestant has two ringers and the other contestant one ringer, the pitcher having the two ringers shall score two points.
13. If one contestant has two leaners and the other contestant one leaner, the pitcher having two leaners shall score two points.
14. If one contestant has a ringer and a leaner and his opponent has neither a ringer nor a leaner, he shall score five points. If a ringer and his other shoe are closer than either of his opponent's, he shall score four points. If a leaner and his other shoe are closer than either of his opponent's shoes he shall score three points.
15. If one contestant has a ringer and leaner and his opponent has a ringer, the one having the ringer and leaner shall score two points.
16. If one contestant has a ringer and leaner and his opponent has a leaner, the one having the ringer and leaner shall score three points.
17. In case of a tie on all four shoes, such as four ringers, or four shoes each one inch from the peg, no score shall be recorded, and the contestant who pitched last shall be awarded the lead.
18. Calipers should be used for all measurement.
19. Any shoe, after striking the peg, or near it, and bounding away, shall be removed before the next pitch is made, even should it rebound to a position near the peg.
20. In case of any dispute, or in case the rules do not specifically cover a disputed point, the referee or committee in charge shall have full and final jurisdiction.

The Life and Work of Canon Barnett*

There is much in the very remarkable biography of Canon Barnett, Warden of the first University Settlement, Toynbee Hall,

* Published by Houghton Mifflin Co. Price \$8.00.

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Whitechapel, London, written by his wife, of very direct interest to Community Service workers. Many of the experiments worked out by this far-sighted man many years ago, and the conclusions which he reached, are applicable to present day conditions and to the work of Community Service. A few extracts are given here to indicate the wealth of material available.

The Play Movement

Through the letters of Canon Barnett glimpses are given of the early beginning of the play movement in England which later under Mrs. Humphrey Ward developed into a great network of play centers with their salaried and volunteer leaders.

"1881.—The Wentworth Street playground with its swings and giant stride is growing into popularity; all the more as tarpaving has, by means of a grant from the Kyrle Society, been substituted for the gravel, which hurt naked or badly shod feet. It is a matter of time, though, to teach children that there is more fun to be found in an open space than in the sights of the crowded street. I wish more young people, able to play, would come to our playground to show the children how to do so.

"The People's Entertainment Society provided a band during the summer months to play on Thursday evenings. I hoped the people might have sat and listened. The young ones, though, insisted on dancing, and we watched the experiment with some anxiety. All went quietly, except on one evening, when the rough element became too strong, and we had to stop the band. I am not quite certain whether pleasure of this kind is worth the providing; the noisy horse-play which passes for dancing does not create a desire for another class of pleasures, the enjoyment of which might add so much to the lives of the poor."

Social Entertainment

Canon Barnett, when rector at St. Jude's, made it a point to entertain his neighbors in his own home. Later this same spirit of hospitality made itself felt in a most remarkable degree at Toynbee Hall where gatherings were constantly held at which members of titled families mingled at parties of all kinds with residents of Whitechapel. His wife thus describes the social gatherings at St. Jude's. "With much scorn critics spoke of our new fangled notions and regretted that it was Mr. Barnett's method to save starving souls by pictures, parties and pianos." In the first report he explained the expenditure for entertainment in the following words: '1874.—I would justify it on two grounds; first, that such an expenditure naturally belongs

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to our whole system of dealing with the poor and secondly that the religion of amusement has been greatly lost sight of. If we refuse the coal ticket because we wish to treat the people with respect, it is only right that we should notify them to meet as friends."

"The surprise of the people at being treated as friends," Mrs. Barnett goes on to say, "was very painful and was an evidence of how much the idea of social communion needed teaching. Living in the vicarage had not made it less small, dark or inconvenient but we had gathered within it beautiful and inherited things and it was home. So to the vicarage, tiny as it was, our parish friends were invited. One who attended these gatherings has said: 'I wonder if Mrs. Barnett has ever quite realized how much propaganda work was done for education by sharing her beautiful things with us.' At every party care was taken to invite guests of different classes and so horizons were widened, sympathies deepened and sources of common interests discovered. The principle of equality as fellow guests was studiously kept in mind."

The lessons learned at these parties are thus stated by Mrs. Barnett: "to make a successful party entertainment should be scant. Too often are the poor invited for an evening's pleasure and then set down in rows to be entertained by songs or parlor tricks which chiefly entertain those who perform. People must talk together if they are to break down the class barriers built by mutual ignorance and if they are to discover that human tastes, interests and aspirations survive all accidents and environment. So time and opportunity for talk had to be made at all the parties." It was found a good plan to invite special groups so as to enable those who attended the same class and reading party to get to know one another.

"1879.—There is nothing which people find so interesting as their fellow citizens. It is in company that most among us find our amusement and enlarge our mind. From company, from social intercourse the mass of the people is cut off."

The societies formed at Toynbee Hall elected their own officers and met their own expenses, though the Council gave them house-room and hospitality. A list of some of the societies will indicate the diversity of interests: Antiquarian Society, Art Students' Club, Athletic Association, Camera Club, Chess Club, Economic Club, Education Reform League, Elizabethan Literary

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Society, Literary Association, Literary and Discussion Society, Nursing Society, Orchestral Society, Philosophical Society.

Societies and Classes

"It must be clearly borne in mind that the societies are not classes. In them there is neither teacher nor taught. They are groups of men and women, who interested in the same subjects, meet together to exchange thoughts and obtain information, and appeal especially to those minds who find their happiest exercise not along the beaten track of class lessons, but in self-guided speculation and inquiry."

Many of these societies existed for many years and the work of the classes and the societies became interdependent. Members often joined a society for its social interest and thereby finding themselves stimulated to desire more knowledge, joined classes; or else those who sought knowledge first by direct teaching and later desired the companionship of others with similar interests became members of a society.

The musical societies were very energetic and provided music for the social gatherings of other bodies. For nearly thirty years series of classical concerts were given on Sunday afternoons in the lecture hall.

Public service grew from some of the societies. Thus the nursing society of 91 members did valuable pioneer work along lines which have now become recognized municipal duties. Ailing children in schools were visited, the sick attending the out-patient dispensaries taught how to obey the doctor's instructions, and a friendly hold kept on all the convalescents on their return from Erskine House.

The Art Students' Club discovered unexpected talent, fostered deep friendships and provided an art room which enabled students to do quiet work on Sundays, and humbler people to share their pleasure in beauty. The Council reported: 1902.—

"The Art Room was formed to carry out a hope of Mrs. Barnett, who planned to hold there a sort of picture soiree on Thursday evenings. Talks were arranged, pictures were brought, books were gathered, and some very pleasant evenings were enjoyed. Because of Mrs. Barnett's illness the plan was not kept up through the whole winter but enough was done to show that men and women will come to look at pictures and spend quiet hours enjoying the talk of people who can tell their meaning and value."

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A workmen's traveling club was one of the most interesting of the Toynbee groups. On Saturdays they would visit places in or near London and parties of from 30 to 40 men visited Brussels, Antwerp, Paris and other places on the continent. It was not only for those who joined classes or societies that cultural opportunities were provided. Every Saturday the beautifully panelled lecture hall was freely open to anyone who cared to listen to the distinguished men who came to speak to an audience which represented no political party, no religious organization and whose manners and clothing gave evidence that all classes in East London were present. The lectures touched on music and many other forms of art expression. On one evening a week debates were held in which all were at liberty to participate. Thus the forum came into being in London over 30 years ago.

Clubs Canon Barnett's attitude on clubs is thus interpreted by one of the Toynbee Hall residents.

"Unless the boy is considered and put in circumstances fitted for his character, unless his teacher, or his school manager or a visitor, or the head of his club, acts as his friend, he will hardly feel himself a member of society. The police may secure order in the streets, the School Board may provide the means of education, the local authority may secure healthy homes, charitable people may learn how to give, but each individual has his own needs which another individual can discover. Machinery may do much, but it takes a man to help a man." For this reason Canon Barnett felt that leadership was the secret in all group work, that the value of clubs is to be found in the nature of the bonds that unite the members together and that the aim of the managers should be to promote true citizenship by inculcating discipline based on self-respect. He had no faith in the club which existed to bring together merely for amusement large numbers of diverse elements. The opportunity of spending a health-giving holiday in the country or seeing sights was to him of secondary importance compared to the effect of community life in camp in making stronger the bonds of personal relationship between boys and managers.

One of his workers has written "Canon Barnett's keynote to workers in clubs was 'Remember it is their club, not yours.' The boy, he affirmed, wanted not a teacher but a friend; not charity, patronage, food and clothing. What he wanted was to learn to control himself, to "run his own show," to pay his own way,

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to lead his own life, to respect himself, to hold up his head in his community.

Parties Mention has already been made of the social gatherings held at St. Jude's Parish House and as has been suggested the same spirit of cordiality and hospitality prevailed later at the Toynbee Hall gathering. In Volume Two some of these parties are described with special reference to the working men of the neighborhood. Notes such as the following frequently appear in the biography: "On Tuesday we had a dinner party in Toynbee which went pleasantly. We had East and West together. You would have enjoyed the evening. Thirty simple workmen, more like the Bristol men, came to dinner. They talked, looked at photos, chose Botticelli rather than Murillo—were enthusiastic over their classes and teachers, and generally did me good." The majority of the receptions were, however, neither dinner nor supper parties, but simpler entertainments, the guests being personally welcomed and no set program arranged. The spirit of the Toynbee parties is that which Community Service is seeking to create through social centers and other neighborhood meeting places. A report for the year 1897 makes the following comments:

"Thousands of persons have been brought together at Toynbee Hall at conversaziones and parties, at meetings of societies, and at concerts and miscellaneous gatherings, for the organization of which the Entertainment Committee is responsible. On all these it is impossible to report with any degree of fullness. The occasions and the manner of meeting have been different—at one time it may have been a conference of those with special knowledge, but representing different shades of opinion; or the music in the lighted quadrangle may have entertained poorer neighbors; or students may have met together; or the bond of special friendships with East-end neighbors been made stronger by a 'pals' party; but on all occasions the hope has been 'to provide a meeting-place where, simply and naturally, without undue conventional restraints and wearying etiquette, people may come to know each other's characters, thoughts, beliefs, knowing that 'the cultivation of social life and manners is equal to a moral impulse, for it works to the same end . . . It brings men together, makes them feel the need of one another, be considerate to one another, understand one another. How far this may have been done it is impossible to report, but it is certain that every year increases the number of

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those who say that through Toynbee Hall life for them has been touched with finer impulses."

"All Can Under-stand and Admire and their message is to the world. **How will the Deepest Things**" anyone who regards the message justify the solitary confinement of the preacher?" In 1881 the first of the Whitechapel exhibitions was held. In an effort to enable the many to see some of the interesting and beautiful things which Canon Barnett and his wife had brought from Egypt and shown to the few in the Vicarage parties the exhibits were arranged. Pictures were obtained from friends and museums and Sunday exhibits became immensely popular. Of the influence of pictures Canon Barnett wrote: "The dullest among us is nearer being a poet than is imagined, and many, by a kind of instinct, claim, as if they were their own voices, pictures which tell what they have dreamt but never said. The function of art as the expression of truth is hardly considered. The experience gained in our exhibitions shows that the best pictures help the deaf to hear and the dumb to speak."

"There is No Great Movement Where There is No Great Vision" "To Canon Barnett," writes a friend, "education

meant the cultivation of personality through contact with what is excellent in human achievement. What made him an educational reformer was a vivid appreciation of the inspiration which education ought to give to social life and institutions. Materialism in all its forms of luxury and poverty and mental torpor seemed to him the enemy, and education the surest and most effective counterpoise." He ever hoped for a spiritual Renaissance which to him would be a greater force than a political or economic transformation. He wrote in 1906:

"The workman of today is better off, more healthy, more self-respecting than the workman of thirty years ago. He is less superstitious, but he has also less idealism. Workmen are scant of life, of the thoughts, the hopes, the visions, and wide human interests which come of knowledge. The Labor Party, if it came to power tomorrow, would probably be set on its own material advantage, just as the propertied class has been set on securing its property for itself. There would be change without progress. There would be the same carelessness of the things which make for common joy, the same indifference to beauty, the same exaltation of rights above duties."

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It seemed to Canon Barnett an insult to offer immortal spirits more money or more comfort, instead of more life. He did not desire for democracy the life of equable and uninspired prosperity which he would not have chosen for himself. To a visitor who asked him the most urgent requirement of East London he answered, "The development of imagination," and when requested to write an article for the opening number of a monthly review on the reform which he most desired he chose as his theme, to the mystification of some of its readers, the need of a poet. He hoped for the growth of a new standard of social values which would subordinate the all-pervading economic calculus to art, to religion, to a keener sense of human dignity.

"The chief need of the social reformer" he said "is for a poet—rather than for more practical people or more laws; someone who will make a vision or give a conception of the city or society which will unite the actions of good people."

The Qualities of a Great Leader

Canon Barnett possessed in an unusual degree the gift of leadership. The qualities which made him a real leader and his influence on his workers are described by one of the Toynbee Hall residents:

"At a large gathering of women held in Toynbee Hall on June 11th, 1914, to promote a Memorial Fellowship, Miss Beatrice Chamberlain said that in Canon Barnett they found qualities which made him inspiring as a leader, fertile as an originator, competent as an organizer; a man courageous, wise, unselfish, helpful, as full of zeal as of understanding, of charm as of strength. She had the privilege of watching his ways of working for about twenty years in the C. C. H. F. She sometimes asked herself how Canon Barnett managed to fill the workers with so much enthusiasm, and so high a sense of privilege in being allowed to serve. The first thing was that he himself was unselfishly devoted to the cause he had in hand. She could not imagine telling Canon Barnett that she could not do something that was required because she was bored or because she wanted to do something else. He made everything so interesting, that they did not feel there was anything else to do but what he had suggested. Then, how receptive he was of new ideas! It was not with him as with so many who say, 'This won't do; that is not what we have done.' He was always ready to say, 'That is a better idea.'

"There was something about him of the hero of old who went out to fight the dragon, or of generals who led armies

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against the foes of humanity. Then his manner of leading was so unassuming. He had so much the appearance of waiting for you to lead and to suggest, so little the attitude of the commander that she did not know whether at the time they all realized how much they were being guided and helped to take the best way, make the most of their own ideas, and to put their strength into them. But afterwards, on reflection, they knew where the real leadership was.

"He was a great organizer of practical schemes, with rules and methods and the necessary minimum of red tape; but he never failed to realize that every institution consisted of a number of human beings; and if any of them were in danger of forgetting that, his vivid sense of it brought them back from the mechanical to the human action. He had the knowledge and judgment as well as faith and enthusiasm. But best of all was his power of keeping ideals before himself and his workers. He fixed their attention, because his own eyes were fixed on the beauty of the work to be done and the beauty of service.

"Canon Barnett's idealism and his common sense were always close friends. He carried his visions into his committees; they never disturbed the business but they made men feel that the business was worth doing. This was a secret of his freshness; in the plains he kept about him the atmosphere of the hills."

A Chance for Thrills

Dr. Joseph K. Hart, in an article in the December 18th issue of *The Survey*, writes on adventure, play and education. In summing up, Dr. Hart says:

"Today we feel wonderful thrills chasing up and down our spines in moments of excitement and danger. That is because we had ancestors who lived real adventures in real wildernesses; and as children we re-lived something of those primitive excitements. But if the race is not to lose all capacity to thrill, every child in the new generation must have the chance to enjoy the reverberations of those old excitements in real adventures of their own. The boy and girl must have chances to test their ingenuity, their agility, their courage, if they are to grow up into virile, responsible, self-directing men and women. Modern life demands many types of

A CHANCE FOR THRILLS

courage—but it is not training its children in that direction. Conflicts and collisions with automobiles and street cars will not take the place of those old struggles with the wilderness. Such contests are too one-sided. A lion knew when it was licked—but a street car never knows. Children need play and adventure; but the outcomes of their battles with the city street appear daily in the obituary notices.

"The elders of the city—parents, teachers and policemen—need to learn the established fact that endless suppressions, repressions and domination of the children do not result in 'obedience' or in 'good citizenship.' The children may be suppressed until such time as they dare adventure away from home; thereafter they are gone! And parents may not any longer justify themselves by the plea, 'I always did what was best for that child!' Children who are too completely dominated by their elders early in life must almost necessarily secure compensation by getting too far away later. This means that they fall, all too soon, into the empty sophistications and superficialities of the city streets.

"Educational leadership dare not ignore these basic facts of the educational significance of play, and the failure of the modern city to provide adequate opportunity for play. Education does not take place in the emotional vacuum of a school room, but in the interesting round of activities that fills the child's day, or week, or year.

"Children of the city are literally perishing for real adventure. Yet in many parts of the country adventure-places lie close within reach of the city, especially wherever there are mountains, hills, or a river. Unless the virility of the race is to be destroyed by the deadly monotonies and safeties of child life, and by the fatal repressions of their too-close contacts with dominating older people, city children must have more actual playroom, and room for a different kind of play. They must have chances to get away from the 'grown-ups' now and again into the moral freedom of their own inner lives—into chances to test their own adventure-someness under real conditions and without the frenzied fears of mothers and fathers who 'just know Tommie is going to get killed this time!' They must get away from their elders so that they can attend to their own tasks of living. But they must not get so far away that their elders have not the remotest idea where they are."

Putting an Armory to Peace Time Use

Down in Silver City, New Mexico, there was a Soldiers' Club during the war. When the war was over and War Camp Community Service activities came to an end, the people of Silver City said, "Whatever shall we do without a gathering place like this? Our convalescent soldiers need it; the American Legion needs it; we all need it; we have got to have one." The only solution was proposed by the Women's Club, which suggested building in one of the parks a small log house for community activities and asked for the use of the War Camp Community Service equipment.

Just at this time, when Silver City was wanting a community house and did not know quite how to get one, Mr. L. H. Weir, District Representative of Community Service, arrived on the scene. He noticed that there was an armory building in the town—just as bleak and unhospitable looking as are most armory buildings and just as little used, but he immediately saw in that armory a community center for Silver City. When the idea was presented to the President of the Women's Club, she was enthusiastic and so were the club members. The Mayor gave his hearty approval and suggested that the city might be willing to spend some money on improving the approach to the building. The editor of the Silver City *Enterprise* gave the project publicity, and in the course of official procedure word came from the Adjutant-General that the armory might be used as a community house; with the understanding, of course, that in case of necessity it would revert to military use.

With a spacious community center theirs for the asking, the citizens of Silver City began to get interested in a Community Service program. Between June and August two thirds of a \$4,000 fund had been pledged. The City Council approved the Mayor's suggestion that the approach to the armory be improved, to the extent of appropriating \$700. The Women's Club contributed \$500. The Spanish-Americans gave a special benefit dance to swell the fund. Not a single individual or organization approached refused to support the work.

In the meantime a Community Service board had been formed, officers and an executive committee of nine members had been

COMMUNITY WORK IN NORTH CAROLINA

elected and committees on finance, athletics, music, social activities and dramatics organized.

On October 16th the old armory threw wide its heavy doors for a celebration of its formal opening as a community center.

Never before in its history probably, at least never in times of peace, has the Silver City armory been such a scene of activity. It serves as headquarters for the Public Health Nurses, the Red Cross, the Boy Scouts and the Women's Club. It houses the public library and public baths. It provides a rest room for residents and for visitors from out of town and a dining room where churches and other organizations may hold luncheons and banquets. The only difficulty is in finding enough nights in the week or enough rooms in the armory to satisfy all the groups that want to get together there.

When "The Strollers" give a play or the community orchestra gives a concert, not only does the whole town turn out, but people from the surrounding counties drive in to see the fun. Late in October the armory was the scene of the first Annual Grant County Fair.

Community Work in North Carolina

Throughout the country much interest has been aroused by the experiments which are being worked out in North Carolina under the County Unit System of Community Service, conducted by the Bureau of Community Service, organized in 1916 under a voluntary arrangement by a number of state departments, but which is now an official division of the State Department of Education.

A letter recently received from Miss Violet Alexander, director of Franklin County Community Service, tells of the work of a director in developing community activities around the motion picture films.

"As you will learn from the little leaflet which I enclose we send from Raleigh each two weeks a new motion picture program which is always entertaining and instructive. We have in this county ten townships and I have ten regular 'centers' which I visit once every two weeks.

"I always try to reach the school at least an hour before it closes in the afternoon. I visit the different rooms and tell stories suited to the different grades or do some other kind of classroom

A FATHER'S ASSOCIATION

work. Sometimes the children assemble in the auditorium so that all may hear all the stories. After the stories I take the children out on the playground, usually in groups, with their teachers and teach them new games and enjoy old games with them.

"Then, that night we have our meeting for all the people of the community or I might say communities, for we encourage people to come in from the surrounding school districts.

"We have along with our picture program, instrumental music, community singing, special songs, stories, recitations and debates. Often too we have business meetings and short lectures. The school or betterment associations often sell refreshments for the benefit of some school or playground improvement. We hope within the next few months to add to our equipment a slide projector so that I can do some illustrated class room work in the afternoons and that we can throw on the screen between reels the words of some familiar song or any kind of progressive propaganda.

"We feel that the work in 'Junior Citizenship' mentioned in the leaflet is one of the most important branches of our work. We try to center as many of the school activities around this part of the work as possible.

"So we are planning to begin a county wide school publication called the 'Franklin County Junior Citizen.' We will have one department for each of the four standards for which the Junior Citizens work, one for local school news and one for jokes. Since we have tests also for the upper grades this paper will be handled largely by the pupils of grades six to eleven.

"The people of the communities enjoy our programs very much and come out in large numbers. During the month of October the attendance was 3661."

A Fathers' Association

The fathers of Frankford High School in Philadelphia have a "Fathers' Association"—two thousand strong. Organized about eight years ago to purchase athletic supplies for the Frankford boys, it has grown into one of the active and influential civic associations of the city. It represents no one social, political or

THE COMMUNITY HOUSE AT POTWIN, KANSAS

religious group but many—a community organization in the true sense.

Teachers, fathers and pupils are all deriving benefit from this Association. It led in the campaign for the new \$1,000,000 building and in securing for it the best and most modern equipment; it helped to secure a seven-acre playground and athletic field near the school and to enlist financial support for athletic, literary, dramatic and musical activities of the school and has been active in raising money for five scholarships for graduates of Frankford who wanted to go to college but couldn't otherwise afford to.

Teachers in Frankford say that it has been easier to maintain discipline within the school since the fathers began to show their interest in the work and play of the pupils. As for the fathers, like most people who set out to serve others, they have in so doing served themselves. They have learned much about the civic and educational problems of Philadelphia; they have learned much about boys and girls; they have in many cases got closer to their own children than ever before and they have had a great deal of good fellowship and fun together.

The Community House at Potwin, Kansas

"Potwin, Kansas, is a small incorporated city of the third class, made up of people of the first class. It is a community that is proud to be called rural, even though in recent years the oil development has given it some right to urban claims."

Thus do Potwin citizens describe their community, which was among the first of the small towns to develop the community house idea. Some time before the outbreak of war there was organized in Potwin a Community Welfare Club whose purpose was "to erect a community house for the centering of social activities, to bring about better relationships between farmers and merchants, and to make the community a unit, to create the highest moral influence possible, to afford means for entertainment and culture of the highest order and type."

Money for financing the project was raised by general subscription, the effort being to secure a large number of small subscriptions, rather than a few large ones. The city of Potwin

THE COMMUNITY HOUSE AT POTWIN, KANSAS

appropriated a portion of the funds in exchange for certain rooms arranged primarily for official use.

Since much of the work in construction was done by volunteers the building as it now stands represents a much greater value than the actual amount of money expended upon it, which was \$4,500. On the main floor is an auditorium with a stage fifteen feet deep extending entirely across one end of the building. Alcoves are arranged for dressing rooms, scenery is provided, and a drop curtain completes the stage equipment. In front, and on the same floor, are two rooms, one a men's committee room, the other a women's rest room. Above these a commodious gallery extends the full width of the building. The larger part of the basement is occupied by a dining room and kitchen which are kept in constant use by different organizations of the community. "It is not necessary in Potwin for the Rebekahs to own one set of cooking utensils and dishes, the Methodist Ladies' Aid Society another, the Disciples Ladies' Aid Society a third, and so on. Each one of these organizations comes to the common center and makes use of the community dining room and kitchen."

The building is used for all kinds of community interests, such as public lectures, farmers' institutes, club meetings, amateur plays, and motion picture shows, the latter being given twice weekly. The rest room is open at all times, and has proved a haven for farmers' wives who may be spending a day in town. Credit for the permanent success of this enterprise is attributed to the local leaders of the Community Welfare Club. It is said that while there are many types of community houses throughout the State of Kansas this is one of the few owned and operated by a volunteer association.

Roosevelt Civic Club for Boys

From Mr. W. Lawrence Morly of Buffalo, who, as a volunteer has given a great deal of time to the organization of boys' work, comes the suggestion of a Roosevelt Civic Club for boys, designed to teach the boy by actual practice the operation of city, state and federal government in a way which he could not get from text books. The plan as outlined is as follows:

ROOSEVELT CIVIC CLUB FOR BOYS

The City Unit Group

This plan enables six out of eight boys in each group to hold office. Each unit has a membership of eight boys which is in itself a self-governing body, electing its own officers, maintaining its own discipline and dictating its own policy except where this might affect other "cities." This group of eight is called by the name of a certain city preferably one in the same state in which the group is organized. The city group elects a mayor and two commissioners to administer affairs, as well as two delegates to the state assembly and one to the state senate.

The Assembly

The assembly is as large as two members elected from each city make it. It is presided over by the Lieutenant Governor and in conjunction with the senate dictates the general policy of the Club, arranges programs and elects two members to the supreme court.

The Senate

The Supreme Court

The senate is presided over by the chairman who is elected by the senators themselves. It, also, elects two members to the supreme court. The supreme court acts as the court of appeal in all cases decided by city government and issues permit for change of residence when necessary. It also decides cases of flagrant disobedience where the actions affect the city-wide Club rather than the unit.

Lieutenant- Governor

well as presiding officer of the assembly.

Governor

Second Class Citizen

The lieutenant governor is elected by all the cities at the general election; he acts as secretary of state and secretary of the treasury as well as presiding officer of the assembly.

The governor is the adult leader of the Club. All the adult assistants constitute members of the cabinet.

No boy admitted to the club is entitled to a vote until he has passed requirements for second class citizenship, and any boy having failed to do so after sixty days from enrollment must appear before the supreme court and show cause why the examinations have not been taken. The requirements for second class citizenship are that the boy know the pledge of allegiance to the flag, the civic oath, the history of the American flag and the forms of respect due to it, the name and duties of the president of the United States, governor of the state, and city officials, and he must have saved one dollar.

ROOSEVELT CIVIC CLUB FOR BOYS

First Class Citizen

To be a first class citizen a boy must have been a second class citizen for at least thirty days, earned and deposited in the bank at least two dollars, know the general outline of the history of the United States, know about the government of the United States sufficiently to explain the functions of Congress, Senate, Cabinet, Supreme Court and know the names of the public officials in his ward and district.

Vocational Citizen

Vocational tests are given to first class citizens enabling them to bear after their signatures the names of the trade learned. For example, any boy passing a course in manual training may sign himself as John Smith, Carpenter; a course in cobbling confers the title of Cobbler. This vocational citizenship is most important and should be carried to embrace oral and written examinations in many subjects to keep up the boy's interest after he has become a first class citizen as well as to give him a constructive training.

Athletic Activities and Organized Games A boys' organization of any kind is hardly conceivable if it does not provide for athletic activities and games. In the Civic Club program it is suggested that this sort of activity take more time than the instruction and that it be inter-city. Leagues for basket ball, volley ball and track events may be formed. If a neighboring community is organized along the same lines, the rivalry may be between two "states" as well as inter-city.

SUGGESTED PLAN FOR ORGANIZATION

First secure the proper leader. He should be backed by a Civic Club committee of at least three members connected with the organization where meetings will be held, or by parents of the boys.

First Meeting Explain briefly the idea of the city unit only so far as the mayor is concerned. Have the boys ballot for mayors of different city units. Have ballots signed by the boy voting them; this gives you natural selections of gang groups. It may be necessary to make some changes as one leader may have a very large following.

Explain requirements for second class citizenship.

Give short talk on City Government.

Organize games.

ROOSEVELT CIVIC CLUB FOR BOYS

Second Meeting Explain the duties of city commissioner and have city groups elect commissioners. Have the chairs arranged in groups of eight and let the mayor of each city act as chairman of his meeting, the governor supervising all groups.

Instruction in requirements for second class citizenship.

Organized games. Try to initiate inter-city games of some character.

Third Meeting Explain the duties of state assembly and senate. Have assemblymen and senators elected, also lieutenant governor.

Examination for second class citizenship.

Organized games

Fourth Meeting Have assembly and senate meet and draw up by-laws and constitution of Club.

Explain duties of supreme court and have supreme court elected.

Short instruction

Games

Fifth Meeting Here your organization is well under way. But do not try to force it. These plans for four meetings may well be extended over seven or eight sessions, for above all do not let the boy get the idea you are forcing knowledge upon him. After the perfection of the organization a program somewhat like the following one indicated will serve as a skeleton:

7:15-7:20 General Assembly. Pledge of Allegiance to the Flag and Civic Oath

7:20-7:30 City Meetings. The Assembly and Senate should meet only every few weeks as duties become apparent.

7:30-8:15 Inter-City Games

8:15-8:45 Instruction, Talks on History. Use of Stereopticon when possible

8:45-9:30 Organized Games

Encourage city meetings outside of regular meetings for instruction of citizens by mayor and commissioners. The leader should use his own judgment and initiative to keep the boys interested.

ROOSEVELT CIVIC CLUB FOR BOYS

It is pointed out that there are two obvious benefits in this form of organization: (1) the leaders may come into close contact with the members of such small groups, (2) the scheme permits of nation-wide scope. In these times of training in citizenship, too, it seems particularly appropriate that there should be worked out a method of instilling a practical as well as a sentimental patriotism in the younger generation thereby making unnecessary the so-called "Americanization" of adults.

* * * * *

In commenting on the plan, a boys' worker of long experience suggests that unless through the scheme boys are led actually to do the things themselves, it will not have the effectiveness which the program merits. He emphasizes the fact that the boys should actually participate in some way in the activities of the community in which they live and points out that there must be leaders with understanding and personality to guide the boys. Says this worker:

"Inject into the programs definite problems. Make the clubs actually function by having them visit the local governing body at work in its meetings. Require them to visit departments and to observe and report as a part of their deliberations. Require them to go out with field workers to visit courts and city departments, such as water works, police, parks, schools, health and to know and participate in the work, afterwards submitting reports. This is the practical and effective way to treat citizenship.

"Plan questions. For example, Mr. Jones is a good banker, but not a good citizen. Why? State all the reasons you can give.

"Debates between clubs on civic questions should be arranged. Properly done, this is as interesting as athletic contests and is good for teaching citizenship, although I do not deprecate the spirit of fairness in team play.

"Make vocational work strong and have a committee actually placing the boys who show aptitude. Have the boys care for the streets around their club rooms for a block or two.

"Do, then explain, should be the method followed. Give problems which cause thought and action. Have the boys explain after doing, rather than after studying a text book. Use the text as collateral reading."

“Camp Roosevelt”

LILLIAN EWERTSEN, CHICAGO, ILLINOIS

That a camp for boys offers untold opportunities for properly training and guiding the growing lad into avenues which will finally bring him into a glorious manhood has been demonstrated during the summers of 1919 and 1920 at Camp Roosevelt, “The Boys’ West Point,” which is located near Muskegon, Michigan.

The founder of this camp is Captain F. L. Beals, U. S. A., who is well qualified to undertake this work, since he has had ten years of experience as Commandant of cadets and occupies, during the winter months, the position of Professor of Military Science and Tactics and Supervisor of Physical Education in the Chicago Public High Schools. This boy-leader had a two-fold purpose in establishing this unique camp. Realizing full well the physical benefits derived by the men who attended the training camps during the late war, he strove to give the growing boy—the coming man—those benefits. Moreover, being an officer of the U. S. Army, he had another mission at heart. He believes that the only sure way of making good citizens of our boys, is to imbue in them, at an early age, a love of country and respect for American institutions and constituted authority. He believes that taking young men at those ages at which they are most impressionable, placing them in camps and in uniform where they are associated together on terms of equality, will do more than anything else toward making real American citizens of them. In order that the romance and adventure in every boy’s nature might be appealed to, he decided that this place should be a great camp where the boys could live under canvas, with a daily routine that would not only be instructive, but interesting and recreative. Accordingly, he sought for a suitable location, and finally selected the present camp site near Muskegon.

The camp is so located as to give a maximum of recreation and enjoyment. It is sufficiently near water so that swimming may be indulged in freely, and at the same time it is sufficiently far removed to insure safety. Its broad plains are ideal for drills, manoeuvres, and athletics. The wooded hills

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by which it is surrounded form the necessary setting for such an enterprise.

The furnishing of necessary equipment was the next important step. Captain Beals secured the cooperation of the War Department to the extent that they have loaned tents, cots, mattresses. It is interesting to note also that the War Department, as a result of two tours of inspection by officials of the Department, has adopted the Camp Roosevelt Plan as a national policy, and is endeavoring to establish three or four camps similar to Camp Roosevelt in other parts of the country.

Mr. Angus S. Hibbard, Chairman of the Camp Roosevelt Association, is at the head of a group of prominent business men from Chicago who contribute the necessary funds for financing the camp in part. Donations are made each year by other patriotic and public-spirited men for this purpose.

The Chicago Board of Education sponsors the camp movement, and the high school faculty of the Camp Roosevelt Summer High School is selected from the Chicago Public High Schools. So also are the athletic directors. The military instructors are ordered to the camp by the War Department. The boys who attend the camp pay a dollar a day.

The daily program includes military instruction, physical exercises, basketball, swimming, baseball, target practice, and all of the outdoor sports indulged in by the American boy. Week-end hikes to nearby lakes are features. In the evening, the entertainment includes movies, "stunt nights" by the companies, lectures by well-known business men, and campfires.

Public School Physical Education and Community Recreation Requirements*

Space, Equipment and Personnel Needed Modern city plans should provide indoor and outdoor plans for recreation and physical education in connection with school buildings and grounds for both children and adults. It is essential that the space be adequate for the practice of healthful activity and team games related to vigorous living and the development of com-

* Reprinted from the *American Physical Education Review*, June, 1920

PUBLIC SCHOOL PHYSICAL EDUCATION

munity spirit. It will be difficult to secure adequate space in congested areas. It should not be difficult to secure adequate space in developing sections of the city, and in rural communities. Foresight and economy in city planning of schools and parks will place them together and make them available for the children during the day and for adults during the evening. This arrangement should supply enough small parks to give every school building adequate play space. False economy will provide duplication of buildings and grounds for the children during the day and adults during the evening. In rebuilding school buildings in congested areas, the city may often build them adjoining one of the small city parks, thus giving the children opportunity for useful outdoor exercise during the school day. The play field, baths, dressing rooms and toilets under these conditions are available for both day and evening needs for those using either the indoor or the outdoor facilities.

Space and Equipment Needs 1. Elementary schools with less than 600 pupils should have outdoor space of at least once acre (approximately 43,000 sq. ft.). Each additional child should have not less than 50 sq. ft. per child.

2. Elementary school gymnasiums for less than 600 pupils should have as a minimum a space of 60 by 80 ft. This might provide two exercise spaces of 40 by 60 ft., with folding partitions for the grading of the classes, or the separation of boys and girls in the upper grades.

3. Showers

A. For boys, and evening community use. On the basis of fifty boys in the class, and a 15-minute bathing period, ten showers should be supplied. If the group in the gymnasium or play field using the baths exceeds fifty during the period, one shower should be added for each five boys. These should be arranged with both individual and multiple control. In this way, the same showers will be available for multiple control during the school day, and individual control during the evening. The shower and drying room should provide at least 20 sq. ft. per shower. The showers should be placed on a side wall of open room, without enclosing.

B. For girls, and evening community use. One shower bath for each three girls, with both individual and multiple control, and seventeen showers for a class of fifty girls.

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Closed shower booths, of minimum size of 3 ft by 3 ft. 3 in. should be used.

4. Dressings Rooms

Each pupil, both boys and girls, should have a gymnasium locker for storing street clothes during the exercises, and for the gymnasium suit during the time intervening between the exercise periods. As the spaces for street clothes need to be larger than that for gymnasium suit, economy of space may be secured by having small lockers for the gymnasium clothing for each pupil and large lockers for the use of two classes, one dressing for exercise, and the other dressing for school work, after exercises.

Gymnasium clothing and towels should be kept in good hygienic condition, either through a school laundry, or home washing.

Boys' Locker Equipment 1. Lockers should be no less than 12 by 12 by 36 inches. They may be two tiers in height.

The space per individual for locker, aisle and approaches should be 8 sq. ft. If congestion is avoided through the distribution of the boys of each class throughout the entire locker room, this space may be reduced to 4 sq. ft. per individual.

2. Box lockers. Box lockers 6 in. front, 12 in. deep, and 36 in. in height may be used for the storage of gymnasium clothing, with enough large lockers for two classes, one coming to the gymnasium, and the other leaving it. Under these conditions, $2\frac{1}{2}$ sq. ft. per individual is essential. Thirty-six inches in height is desirable because it gives space for the storage of bats and rackets in the individual locker.

Girls' Locker Equipment Either the individual lockers or the box lockers may be used for girls as for boys, with the same space requirements. The box lockers alone may be used where the street clothes are kept during the exercise period in the dressing booths.

In addition, 100 dressing booths 2 ft. 10 in. by 4 ft. should be supplied. This gives booths for two classes of fifty girls each, one coming to the gymnasium, the other leaving it. In gymnasiums where the girls and boys alternate in its use, or where the gymnasium is not used continuously, fifty dressing booths would be sufficient. Again, it is possible to reduce the number of dressing booths to fifty by having one girl dress in the booth containing the clothing of a girl on the gymnasium floor. These space economies in booths are not desirable.

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5. Swimming Pool

Minimum size of room, 50 by 84 feet with gallery, 42 by 84 feet without gallery. Size of pool, 24 by 60 feet. Depth of pool, 3 ft. 6 in. to 8 feet. Shallow end of the pool should be roped off for the instruction of non-swimmers.

6. Health Examination and Administrative Control

Medical examination, mental tests, physical growth measurements and physical efficiency and organic test records should be kept together and available for those most likely to use them. The medical examiners and the director of physical education should compare notes on the results of health examinations, growth rates and efficiency tests.

Economy of space in meeting these conditions together with administrative needs in physical education requires as a minimum a room for medical and dental examinations, one for growth examinations, and one for administrative control. The larger schools will need additional space for this work. The administrative office should preferably control entrances and exits and a view of the gymnasium floor. The medical offices should be behind the other offices, to secure quiet from any noises coming from the gymnasium.

Junior and Senior High Schools

Schools of less than 600 pupils should have outdoor space of at least two acres. This should provide space for a baseball game for twenty boys, two volley ball games for thirty boys or girls, two basket ball games for thirty boys or girls, one playground ball game for twenty boys or girls. This space may also be used for field hockey for girls, or soccer for boys or girls. This space would occupy 100 pupils at a time. Each additional pupil above 600 should have not less than 150 sq. ft. for each pupil. This additional space may be used for a hundred-yard straightaway, pole vaulting, running broad jump, running high jump, and standing broad jump.

The space for gymnasium, showers, dressing rooms, and pool, should have as its minimum the same space recommended for elementary schools. The elementary school requirements were based also on the use of the elementary school as a community center during the evening, for adults.

In the junior and senior high schools, a storage room adjoining the gymnasium, a minimum of approximately 150 sq. ft.,

CLASS IN ADULT GAMES AND PLAYS

should be added for keeping the parallel bars, vaulting bars, horses, bucks, jumping standards, mats and other equipment.

PERSONNEL NEEDED

Elementary Schools One physical education teacher for each 4000 pupils. Each of these teachers supervises the physical education and instruction of 100 regular classroom teachers. This plan assumes a thorough elementary preparation of grade teachers in physical education.

Junior and Senior High Schools One physical education teacher is needed for each 300 pupils. This is the lowest minimum for work of only moderate efficiency. A minimum of 200 pupils would allow more time for thoroughly supervised instruction. Three hours of instruction during the school day, plus two additional hours on the playground, in the gymnasium or pool after school, should be the maximum requirement for any teacher. The remainder of the day is needed for general administrative work, and the keeping up of equipment and records.

Fun for the Grown-ups II*

Square Tag

The group is divided into two equal lines. They are placed at diagonal corners of a square. At a signal the lines begin to run around the four corners of the square and the leader of each line tries to touch the last one of the other line. The one who does it first, wins.

Peanut Pass

The company is formed in two lines facing each other. A pan of peanuts stands beside each leader, and an empty pan at the end of each line. Every one in each line clasps his neighbors' hands and must not once unclasp hands. At a signal the leader picks up one peanut at a time and passes it down the line as rapidly as possible. If a peanut is dropped it must be picked up with hands clasped. The side which first passes all its peanuts from one pan to the other gets all the peanuts.

* Games given by Miss Louise French at War Camp Community Service Institute held in Baltimore, Maryland.

CLASS IN ADULT GAMES AND PLAYS

Snake Dance

Fours right and left. Come up in eights and halt with plenty of space between lines. The leader is the one at the right end of the front line. Hands held across each line. Leader with first line skips into winding formation, leading her line so that attachment can be made with line that is waiting. Attachment can be made only between last one of skipping line and one to extreme right of waiting line. When entire group is in line, after skipping along a twisted path, break ranks.

Merry-Go-Round

Form a double circle, partners facing. Get players into this formation, having leaders lead double line up to director and then marching together, lead lines into a large circle, either men or girls inside. Hands on hips.

1. Hop on left foot pointing right toe directly to side, change quickly to right foot, pointing left toe to side alternating rapidly. This continues through "The Circus it is here." A whistle at that point may be the signal for change in step.

2. Hop on left foot, pointing right toe forward, changing quickly to right foot and alternating through "Five for the small."

3. Stamp quickly 1-2-3, pause, 1-2-3, pause 1-2-3-4-5. These stamps are in time with the words "Hur-ry up!" etc.

Chorus: All face center, inner circle joining hands, those outside putting hands on partners' shoulders. They imitate a merry-go-round, which goes very slowly at first, then faster and faster until it spins. The inside circle must be kept small or disaster is inevitable. The step is a slide (to the right always) long and slow, at first, then rapidly becoming faster. At the end of the chorus partners change places, repeating from beginning. When using this game for girls only, it is advisable to teach the words but when there is a very large new group of girls and men, a whistle for each change of steps is most effective.

*Carousel in Burchenal's Folk Dances and Singing Games, G. Schirmer, although any lively music in 4/4 time will do.

Third Annual Country Life Conference Strikes a New Note*

American people have become accustomed to thinking of rural life in terms of despair. The hopeless side of country living has been emphasized so frequently during the past twenty years that many people have come to believe that the country is in a state of progressive decay. Those who attended the Third Annual Conference of the American Country Life Association at Springfield, Massachusetts, last week came away with a different attitude.

The theme of this conference was "Rural Organization," and after the speakers had enumerated the manifest extent of organization among country people one was led to believe that the country people are awake to their greatest problem, namely that of organizing themselves for effective and cooperative action.

The American Country Life Association is organized upon the basis of standing committees made up of specialists in the various fields of country life. It is distinguished from other rural organizations in that it lays its emphasis upon the human aspects of agriculture. One of its precepts is that "the farmer is more important than the farm". In the reports of these committees of this year it was clearly evident that progress in country life has become a reality.

Marked progress was depicted in almost every line of human endeavor which goes to make life more satisfying. Consolidation of schools is proceeding with great rapidity; county and traveling libraries are extending library service to increasing numbers of rural residents; visiting nurses are being requested in numbers larger than the supply; numerous movements looking toward physical education and recreation are in process; colleges, normal schools and universities are introducing courses in rural sociology; the national agencies engaged in rural social work are beginning to coordinate their programs; the rural church is grappling with its peculiar problem in a dynamic manner; the rural home is being recognized in a new and encouraging way as the center of all social organiza-

* Courtesy of Community Progress

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tion; rural government and legislation is undergoing a far-reaching change; county communities are thinking about country planning and art as integral parts of community life; road-building in country districts is proceeding with unprecedented rapidity; and, the country life movement is on the verge of an international understanding.

Perhaps the most interesting part of this country life conference was the attention given to the theory and practice of rural community organization. It was learned that various types of organization are in process in all sections of the country. The various theories of organization were tested and discussed with a view to determine what is best in current practice.

Educational Athletics

WILLIAM BURDICK, Public Athletic League, Baltimore, Maryland

The special athletic meet conducted by the Public Athletic League of Maryland for the five high schools of Baltimore County last Spring was organized on a basis of equitable representation, and scored on a percentage basis, in that each school was required to enter one-twentieth of its total enrollment in each event, and every individual was given a percentage for his performance, this being determined by a percentage table having 100 per cent equivalent to the prevailing record in each event. The individual at once could determine his personal efficiency and also know to what extent he contributed to the winning of the meet. The school's total number of points scored was determined by adding together the points scored by the individuals representing the school. The aggregate total of the school was divided by a certain divisor, in order to determine the final score of the school on a percentage basis. This divisor was obtained by the following method: Assuming that the enrollment at the beginning of May was 90 (or any number between 80 and 90), a school consequently was required to enter 4 boys in each event. The program consisted of 13 track and field events in addition to three relay events of four boys on the team. Assuming that 100 per cent was attained by all four boys in each event, the maximum number of points the school might attain would be 400 in each of the 13

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events and 400 in each of the 3 relays, making a total of 6400. Therefore, the aggregate total of points scored was divided by 64. In the case of a school having an enrollment of 60, and required to enter 3 boys in each event, its divisor would be 13 times 300 plus 1200 for the relays, making a total of 5100, or a divisor of 51.

Very complete scoring tables have been compiled, and the method reduced to a reasonable simplicity. In fact, it was possible this Spring to announce the winner of the meet within five minutes after the last race was finished. The following data might serve to make clearer the system of scoring:

INSTRUCTION SHEET BALTIMORE COUNTY HIGH SCHOOLS TRACK AND FIELD CHAMPIONSHIPS

Time and Place—Friday, May 28, 1920, at 2 p. m. sharp. The Johns Hopkins Athletic Field (Homewood).

Entries—Each High School to enter one twentieth of its enrollment.

Agricultural High with 17 enrollment to enter 1 boy in each event.

Catonsville High with 70 enrollment to enter 4 boys in each event.

Franklin High with 88 enrollment to enter 4 boys in each event.

Randallstown High with 17 enrollment to enter 1 boy in each event.

Sparrows Point High with 60 enrollment to enter 3 boys in each event.

Towson High with 93 enrollment to enter 5 boys in each event.

Method of Scoring—Each contestant will be given credit for his time, height or distance in each event.

The School's average shall be determined as follows:

On the program there are 13 events exclusive of the Relays; and the divisor for each school shall be determined as follows—

A school entering one man in each event shall have 25 for its divisor. The difference between 13 and 25 is made up by the number of contestants who will take part in the three relays, i. e. 12 entrants.

The relays will be counted as follows: A team running in the 95 lbs. class relay runs the 660 yards in 1' 25". Each contestant

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shall receive 100 points instead of only 100 points for the team as heretofore. So for example, in the thirteen events outside of the relays it is possible for a school with one entrant to score 1300 points, then in the relays it is possible to score 1200 more points. Then the total number of points scored by the school with one entrant shall be divided by 25.

On the same basis the school with two entrants shall have for its divisor 38. The school with three entrants a divisor of 51. A school with four entrants, 64 and a school with five entrants will have 77 for its divisor.

America's Children

Most of us take it for granted that American children go to school, receive a fair education, and, taking it by and large, are so much more fortunate than the children of any other nation that we need not worry about them. But how true is our assumption? At least one-fifth of all American children between ten and fifteen are out of school earning their own living. In one industrial center in Massachusetts a state that stands high on our educational roll, only one child in ten finishes high school, while sixty-six out of every hundred leave school for work the moment the compulsory school law releases them. This is true in a greater degree in other states, some of which still have no adequate schooling law, require only a knowledge of English of children leaving school for work, and have a school term of only 80 days. The result is that almost one-quarter of our population is illiterate.

In fourteen states this year it is reported that child labor has increased, more children having left school for work than in 1919. Many of them are employed in industries not regulated by the federal tax on child labor; they may be employed nine, ten, or eleven hours a day; they may be worked on night shifts; they may even work at trades known to be dangerous—and the child in industry is just three times as likely to suffer accident as the adult. Massachusetts, again, is more careful of her children than many states, yet in Massachusetts last year there were 1691 industrial accidents to children under

THE AMERICAN PRISON ASSOCIATION

sixteen, ten of which were fatal and 62 of which resulted in permanent partial disability to the child.

Is all this a square deal for American children?

It is to consider such facts, to bring the child welfare situation home to all of us, that the National Child Labor Committee appoints the fourth Sunday in January each year as Child Labor Day. In 1921 it falls on January twenty-third. It is observed not only in Sunday-schools and churches, but on January twenty-second in synagogues and on January twenty-fourth in schools, colleges, clubs, and other organizations. Pamphlets and posters are distributed by the National Child Labor Committee for use by those interested in observing the day, and anyone who wishes such material should write directly to the National Child Labor Committee, 105 East 22nd Street, New York City.

It happens that Child Labor Day comes this year at the end of National Thrift Week, and so the Committee points out that the conservation of children may well be considered as an item in the larger national thrift. "Every child without an education today," says Owen R. Lovejoy, secretary of the National Child Labor Committee, "means an illiterate citizen tomorrow; every child who is overworked today, means a dulled, unhealthy citizen tomorrow; and every child who enters a low-wage, blind alley occupation today, without means of advancing himself, means a poverty-stricken, inefficient citizen tomorrow, very possibly a charge upon the nation. What kind of citizen do we want, and what kind are we making?"

The American Prison Association

The American Prison Association (founded in 1870), maintains through its Central Office at 135 East 15th Street, New York, a free clearing-house for advice and information on prison, reformatory, workhouse and jail administration, construction of penal and correctional buildings, and in general on the treatment of the offender, both inside and outside of institutions.

In the membership of the American Prison Association, which is the national body composed of penologists and criminologists in this country, are hundreds of specialists in penal and reformatory

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tory administration, probation, parole, prisoners' aid work, clinical criminology, juvenile courts, and other branches of work with delinquents. Their advice and counsel can be freely called upon, to a reasonable degree, through the Central Office of the American Prison Association, by those having problems to solve in these fields.

The General Secretary of the Association will gladly put those desiring information in touch with the nearest serviceable authorities in this country. In addition, there is available at the Central Office a considerable variety of printed material on penology and criminology—also lists of publications, bibliography and other useful collections of material for those needing suggestions in the field of the Association.

The Central Office of the American Prison Association is at 135 East 15th Street, New York. O. F. Lewis is General Secretary.

The next Prison Congress will be held at Jacksonville, Florida, November, 1921.

Book Reviews

GAMES AND DANCES

By William A. Stecher, B. S. G. Published by John Joseph McVey, Philadelphia, Pa. Third edition revised and enlarged

The new edition of this book contains besides new dances, new games and the complete text of the pageant "The Revival of the Play Spirit in America," a discussion of the most useful forms of mass athletics together with a teacher's guide for coaching. There is also a short course in physical training covering not only the subject of some fundamentals of track and field events, but also that of graded play material for the schools.

This material has been selected from a strictly physical training point of view, and consists of games, to be augmented "where conditions are favorable" (to quote the author) by folk dances. These dances are chosen because of their vigor, simplicity of steps and because they require no equipment to speak of, and can be used for any number of pupils, in large or small groups.

Mr. Stecher further says, "the basis of the more spectacular parts of all pageants, plays and festivals is to be found in the marches, drills and dances as exemplified in the more advanced physical training work."

Members of the physical training department of the Philadelphia Public Schools wrote and produced the pageant already referred to, as forming a part of this new edition of "Games and Dances."

The fact that this book has passed into its third edition is proof of its popularity.

BOOK REVIEWS

PHYSICAL TRAINING LESSONS FOR MENTALLY RETARDED PUPILS

By W. E. Stecher. Published by John Joseph McVey. Price, fifty cents

This little booklet, like all of Mr. Stecher's productions, is well planned concise and practical. The work outlined falls into two parts of eight lessons each for the Lower and Higher Grades. The principle of progression is everywhere observed. Each separate lesson has three definite aims, physical development, prompt and accurate response, and social qualities. The work prescribed for each aim is admirably chosen. The material selected is of value not only for use with subnormal pupils, but it can also be utilized to good advantage in many schools and with many groups lacking facilities for the more specialized and higher forms of physical activities. Teachers also who have had no special training in physical education will find this excellent little booklet easy to understand and therefore abundantly useful.

C. W. SAVAGE

PITTSBURGH PLAYGROUNDS

Reports No. I and IA of the Citizens' Committee on City Plan of Pittsburgh

"The Citizens' Committee on City Plan of Pittsburgh is an unofficial body of private citizens who believe that a definite and workable program of development is even more necessary for the City of Pittsburgh, in its business, than it is for any individual Pittsburgher in his business or profession.

"This committee was organized with the single object of producing the Pittsburgh Plan, to give Pittsburgh an orderly, scientific, comprehensive program of city building, and to secure for the people of the city greater comfort, safety, health, convenience, utility and beauty in their lives."

The committee will make an accurate study of conditions as to streets, playgrounds, housing and base recommendations on this study. These two reports represent the initial study and plans for playground development.

Many interesting tables have been worked out in this study—as to the amount of playground service any given number of children might be counted upon to make use of and the amount of such service which a particular playground can provide if completely developed and administered with maximum efficiency. A series of maps visualizes existing and proposed conditions.

PROCEEDINGS OF THE INTERNATIONAL CONFERENCE OF WOMEN PHYSICIANS

In six volumes. Published by the Woman's Press, 600 Lexington Avenue, New York City. Price, 75 cents per volume or \$3.00 for the complete set

The proceedings of this important conference called by the National Board of the Young Women's Christian Association, to which representative women from all over the world contributed of the riches

BOOK REVIEWS

of their experience are valuable for all forward-looking workers. With the general problem of health promotion and conservation in mind, the Conference discussed: I. General Problems of Health. II. Industrial Health. III. The Health of the Child. IV. Moral Codes and Personality. V. Adaptation of the Individual to Life. VI. The Conservation of the Health of Women in Marriage.

Two of the most interesting of the papers in the field of recreation are that of Dr. Agnes Burns Ferguson, Playground Supervisor, Bureau of Recreation, Pittsburgh, Pennsylvania, on Exercise in Cities, in which the achievements of municipal recreation are noted and of Grace Fulmer, Recreation Director, University of California, and Assistant Superintendent of Schools, Los Angeles, California, who spoke on The Value of Play.

AMERICANIZATION

Compiled and edited by Winthrop Talbot. Second Edition revised and enlarged by Julia E. Johnsen. Published by The H. E. Wilson Company, New York. Price \$1.80

An immense amount of valuable material is gathered between the covers of this book. Beginning with a selected bibliography, the book goes on to quote from past and present American leaders the theory of democracy, the principles of Americanism and methods of Americanization. The compact of the Pilgrim Fathers, the Preamble of the Declaration of Independence, quotations from Lincoln, Wilson and Roosevelt set forth these great principles. Part II, Essentials of Americanization, contains quotations from Woodrow Wilson on the Meaning of Citizenship, Walter Weyl on New Americans; W. E. B. Du Bois on the Negro; Emily Greene Balch on Our Slavic Fellow Citizens; Sidney L. Gulick on the Japanese. Part III is made up largely of reports of methods and achievements of various organizations concerned with this problem. Recreation is treated by Victor von Borosini, of Hull House. Throughout the volume there is recognition of the influence of leisure time activities in developing good citizens. The description of the work of the American House in Cincinnati illustrates the modern attitude of democracy and representative government in all work with foreign-born.

MR. FRIEND O' MAN

By Jay T. Stocking. Published jointly by Council of Women for Home Missions and Interchurch World Movement of North America, New York City

This little book consists of a series of short parables, conversations between Query Queer and The Wise-and-Wonder-Man, in which "true worth is in being, not seeming" is illustrated. Among the titles are The Church of the Friendly Heart, the Spirit of the Flag and Mr. Friend O' Man's Party.

BOOK REVIEWS

SERVING THE NEIGHBORHOOD

By Ralph A. Felton. Published jointly by Council of Women for Home Missions and Interchurch World Movement of North America, New York City

The extension of church interest and activity to all forms of human welfare is preached by word and example in this little book, all in running narrative, case following case of need met or unmet. Suggestions for individual and group helpfulness to the sick, the friendless, the helpless; ways of using play and recreation to make better Americans and better Christians are given.

GYMNASТИC DANCING

By S. C. Staley and D. M. Lowery. Published by Association Press, 347 Madison Avenue, New York City. Price \$2.25

A brief history of the development and theory of the dance precedes a detailed account of methods of teaching and nomenclature. The second part of the volume contains sample dances, graded as preliminary, elementary, intermediate and advanced.

SOCIAL PLAYS, GAMES, MARCHES, OLD FOLK DANCES AND RHYTHMIC MOVEMENTS FOR USE IN INDIAN SCHOOLS

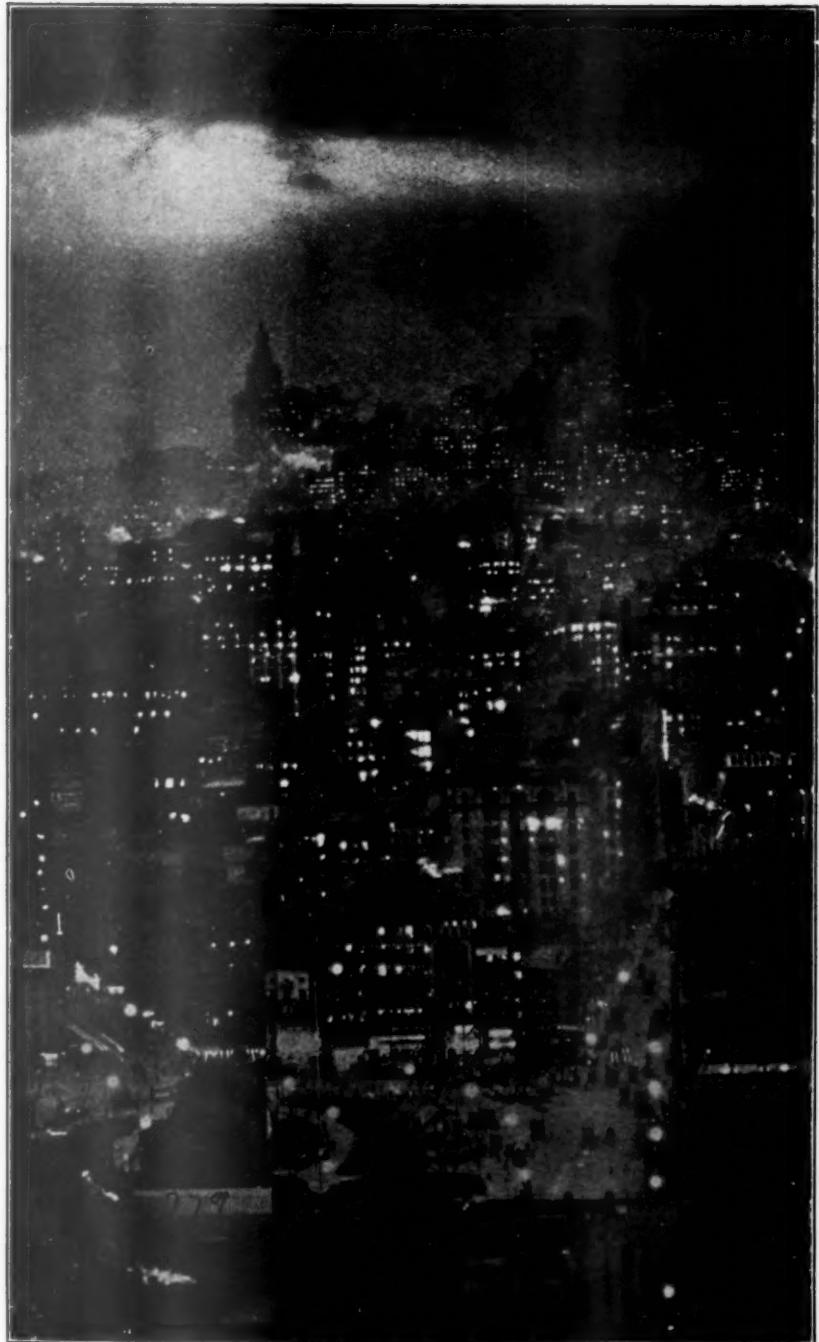
Published by the Government Printing Office, Washington, D. C. Free to officers of the United States Indian Service. To others, price, ten cents

Though prepared for use in Indian schools this pamphlet is both helpful and suggestive for use in any elementary school, especially rural schools. Many of the games are suitable for adult social evenings.

THE GIFTS WE BRING

By Nina B. Lamkin. Published by T. S. Denison and Company of Chicago

Here may be found a very delightful Christmas pageant suitable for production by school children or high school and college students. From 50 to 200 or 400 may take part. The directions for production are very definite, and the material for the dances can be easily worked out. Directions are given for simple and artistic but inexpensive costumes, and music is suggested.



LOOKING SOUTH FROM THE OFFICES OF COMMUNITY
SERVICE (Incorporated)



Ft. Wayne, Ind.

FLORA BELL

Dress, bloomers, cap and beanbag made on the playground during the season